**Angol nyelv-vetélkedő/English Language Competition**

**Országos döntő/National finals**

**2023. május 6/6th May 2023**

**KEY**

**PART I. USE OF ENGLISH**

1. For questions **1-10**, read the text below and decide which answer (**A, B, C** or **D**) best fits each gap.

**(10x 1 p = 10 points)**

1. D
2. A
3. B
4. C
5. B
6. A
7. D
8. A
9. A
10. D
11. For questions **1-10,** read the text below and think of the word which best fits each gap. Use only **one** word in each gap.

**(10x 1 p = 10 points)**

* 1. MAY
  2. BUT
  3. APART
  4. THEIR/THE
  5. FAR
  6. BETTER
  7. WHEN
  8. AS
  9. DO
  10. SO

1. For questions **1 -10**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**.

**(10x 1 p = 10 points)**

1. RESIDENT
2. VISUALLY
3. ENTITLED
4. HISTORICALLY
5. DIVERSIFIED
6. INFORMATIVE
7. PERFECTIONIST
8. ARGUABLY
9. UNMISSABLE
10. ADMISSION
11. Rewrite the second sentence so that it has a similar meaning to the first sentence, using the word given. **DO NOT CHANGE** the word given. You must use between **three** and **six** words, including the word given. **(10x 2 p = 20 points)**
12. …was under /had/ got the impression that Sue…
13. … (his) having a/his reputation for being…
14. …no circumstances are you to/may you/ can you/must you I should you…
15. …as if you did not (didn't) get/have…
16. …can't possibly have run…
17. …and I have a difference of…
18. …her not to pay/ to pay no/ give no attention to…
19. …there is little/not much chance of…
20. …in danger of becoming…
21. …the sleepier he …

**PART II. WRITING**

1. **REVIEW**

**Marking Scheme**

**Content**

The review should describe the item in some detail and give the writer’s opinions on it, including whether or not the writer recommends it.

**Communicative Achievement**

The review may be neutral or fairly informal. The writer may be completely objective about the item, or take a more personal, informal approach. The reader should have a clear idea of what exactly is reviewed and what the writer thinks of it.

**Organization**

The review may be divided into paragraphs separating a description from the writer’s opinions of it. The background may be included, perhaps as a separate paragraph. The reviewed item itself must be identified at the beginning, perhaps in a title for the review. Linking words and phrases should be used appropriately, perhaps to link stages in a sequence of events or to link opinions with reasons for them.

**Language**

The review should include appropriate structures for describing the writer’s experience, including appropriate past and present tenses. Appropriate structures for giving opinions and recommending should also be used.

**(50 points)**

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| **C1** | **CONTENT** | **COMMUNICATIVE ACHIEVEMENT** | **ORGANISATION** | **LANGUAGE** |
| **50** | All content is relevant to the task. Target reader is fully informed. | Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader’s attention with ease, fulfilling all communicative purposes. | Text is a well-organized, coherent whole, using a variety of cohesive devices and organizational patterns with flexibility. | Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or occur as slips. |
| **40** | Performance shares features of Bands 30 and 05. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. | Performance shares features of Bands 30 and 50. |
| **30** | Minor irrelevances and/or omissions may be present. Target reader is on the whole informed. | Uses the conventions of the communicative task effectively to hold the target reader’s attention and communicate straightforward and complex ideas, as appropriate. | Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect. | Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication. |
| **20** | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 10 and 30. | Performance shares features of Bands 1 and 3. | Performance shares features of Bands 1 and 3. |
| **10** | Irrelevances and misinterpretation of task may be present. Target reader is minimally informed. | Uses the conventions of the communicative task to hold the target reader’s attention and communicate straightforward ideas. | Text is generally well organised and coherent, using a variety of linking words and cohesive devices. | Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication. |
| **0** | Content is totally irrelevant. Target reader is not informed. | Performance below Band 10 | Performance below Band 10 | Performance below Band 10 |